

# New York School Journal.

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New York, March 6, 1880.

THERE are "voices in the air," the politicians say. And the same is true of education. The old fogies may creak but the educational world does more. The problem now to be solved is how to get those who can teach. The practice of filling the schools with untried green hands to experiment on the children will have to give way, though it may cost a tremendous effort. It is an absurd, illogical, unbusiness-like, cruel and unjust waste of time and money; it devours the children and does not educate them.

There are probably many teachers who realize that the present condition of education is only a preparatory stage to something better. The changes that have taken place within the space of a quarter century are significant of what may be anticipated. The problem how man should get the utmost from this world will be worked at until it will be solved, though it may require a long time; and what relations man would sustain to his fellow man will be settled along with it. The crime and misery of the world while seeming to be incapable of elimination, are only so because society is not yet properly adjusted. There is enough food, there is enough work, but they are not properly distributed. There are general thoughts that show that education has much yet to do in respect to the welfare of society.

Who should form the next generation? What sort of persons should influence the destiny of ten millions of children day by day and year by year? That they should be persons who can, if possible, put the next generation on a little better foundation than the present is to be hoped. They should be chosen for their fitness in this respect.

But, candidly, are they? They practice the art of education, but do they understand it? One of the inspectors of education tells us that he visited a school-room and seeing the stereotyped condition of things, advised the teacher to take an educational journal. "It would give her many new ideas about education."

"But," she replied very earnestly, "I don't want to know any thing about education; I am tired of education."

What could such a person do towards educating—really educating that class of hers?

But how many are there scattered through the country that feel just like that! The teachers must do something to purify and elevate their profession. It does not wholly devolve on editors; it belongs to all. If the reader knows of one who is simply teaching with the knowledge they get as students—the reading, writing, geography and arithmetic—let him endeavor to rouse such a one, to invite him to "come up higher."

It may be considered as a fixed fact that the teachers will associate together in city, township, county and state associations. Let us ask them, do you belong to a township or city association? If not, you are not yet on the track; if you are a good teacher you should meet with others to benefit them; if you are a poor teacher you should meet to learn. When Christians, Republicans, Democrats, Masons, Sons of Temperance cease to meet and organize, then may educators stop. The township association should elect members to hold county meetings (others to attend if they wish.) The County Association should elect delegates to the State Association and see that they go. What a pitiful condition of things, that out of the 30,000 teachers of New York less than 300 met at the State Association last summer!

The thirteen colonies never would have achieved independence if they had not met in association; neither will the teachers accomplish the great objects of education unless they meet steadily and persistently and express their views. Thousands have no views at all.

A county superintendent lately writing to us said: "I send a list of the teachers in my county. It will be of no use to send some of them a copy of the JOURNAL; it would affect them as much as rain falling on a duck's back. I mark the name of those who are 'live' men and women."

## From an Agent's Note Book.

Having been a teacher myself I thought that all teachers were as anxious for educational improvement as myself but found this to be a great mistake. I called on Miss Robinson, and met with a very cold reception.

"The SCHOOL JOURNAL will be of great help to you in your work."

"Have't any time to read it."

"The teacher should find time to read about her profession, surely."

"Have all the reading I can attend to."

"May I ask what your reading is?"

"Oh, I read the Sun generally."

"Well, there is little in that you can carry into the school-room."

"No; but I don't want any paper."

"You will learn of different modes of conducting recitations."

"Oh, I know all about that now."

"You will find the thoughts of the leading educators."

"Oh! I don't want to know that; I am tired of hearing about education; I am tired of school and wish I was out of it."

"That state of mind cannot make you a very good teacher; read the JOURNAL and you will be encouraged; you will find very helpful ideas and plans."

"I guess not. I cannot afford \$2 per year."

"The Sun costs you \$6, and most of it is about murders, elopements, criminal trials, burglaries, etc."

"Yes; I know that, but it is quite an entertaining paper."

"Do you think it looks well for a teacher not to have any interest in a paper devoted to advancing the interests of teachers?"

"Well, others will take it, and that will do just as well."

Miss Robinson says she has been teaching (?) 14 years, and has never yet taken an educational paper, nor attended any teachers' association; she don't believe in teachers' meetings; she thinks the superintendents just spoil the schools—are of no good; that the principals examine enough, etc. Commissioner Walker she thinks is "perfectly horrid;" he is too strict with the teachers.

JAMES SAXON.

P.S.—There is a large percentage of Miss Robinsons in the schools.

P.P.S.—The men never talk as above. Will you explain why this is thus?

## Close Corporation in Education.

A tendency is apparent to limit and cramp the teacher. For example, Commissioner Kelly of this city in a debate objected to the Trustees of a ward going out of their ward to find a teacher. This certainly is a narrow policy. Then Mr. McCarthy introduces a bill that all teachers must live in the city—in other words only those who live in New York City are to be allowed to teach therein! This again is a narrow policy. In some cities they will not allow a teacher to be appointed who is not a graduate of a high or normal school in that city. This is done, it is claimed, to encourage teachers to finish the course in such schools. It is the protective tariff applied to education. Only those, born taught, graduated in—shall teach in—

This is a mean, narrow and ruinous doctrine and it will not take long to reduce the vitality of the schools. The most eminent merchant in this city was John Jacob Astor—a German emigrant. This city gave him the same opportunity to buy and sell furs that he did to the native born and he brought business, wealth and enterprise along with him. Alexander T. Stewart, an Irishman, became another eminent merchant encouraged by the same policy and heaped up for his own and the city's pride a great pile of wealth.

Physicians, lawyers and business men feel free to come to the metropolis, bringing ability and genius and are sure of a welcome. Thus, does the city flourish. Why, should not the same thing be true in education? In this city it has been urged of a man or woman, "he understands the New York system." This is no praise at all. Does a man need to know the "New York system" before he can practice law, or medicine, or preach, or make money at the counter? The only intent and purpose of such expressions is to uphold home talent. Its effect is to narrow the teacher's circle, which is narrow enough at the best. Those teachers who appeal to it may realize an immediate benefit, but eventually the effect is most disastrous.

Of all professions, that of teaching should be broad and generous. No attempt should be made to select geographically, either the assistant or the principal. The normal graduates of a city should never have the preference on the sole ground that they are such. Get the best if they come from Alaska. Schools for the children, not for the teachers.

## A Conspiracy Against the Schools.

Mr. J. Lee Wells' plan for getting a Board of Education for this city is one which demands severe condemnation. It is said to have been suggested and helped to its present prominence by Mr. William Herring, once a Commissioner. There is only one good thing about it: it is so intensely bad that the Legislature will not pass it.

Mr. Wells proposes that the Mayor shall appoint the Trustees; that it is a bad plan; there are 120 of these; they are now appointed by the Board of Education who have a better chance than anyone else to find out who in the ward are most interested in education.

Mr. Wells proposes that these Trustees shall appoint the Commissioners. This is simply ridiculous. The Trustees would then supervise the Board of Education!

It is possible some better plan than the present one could be adopted, but Mr. Wells' is simply worse—it is the worst ever invented. Now, the Mayor selects the best

men he can find, irrespective of the Ward lines for Commissioners. They select from each Ward the best they can find for Trustees.

Mr. Wells proposes that a Commissioner should be appointed from each ward, and he must live in the ward too. Of course the five Trustees would own the Commissioners, and there would be no responsibility anywhere.

The principles of administrative efficiency are all violated. The Second Ward, with a school population of 144, would have the same power as the Eighteenth with a school population of about 12,000; in fact, thirteen wards with a school population of 26,000 would control eleven wards with a school population of 84,000.

This bill is a conspiracy to advance certain interests at the expense of the schools; the public schools are made a ladder to climb up into power. We denounce it as setting at naught the highest interests of the public—those of the children.

### Prizes to Scholars.

It is a relic of the barbaric past to bestow medals, gifts and prizes on those who excel. It is in the power of one by the gift of nature to do more than another; a good memory is the basis of scholarship—a good judgment of execution. A reaction has set in and we are glad to see it. The Cincinnati *Gazette* says: "In these days, when every effort is made to arouse a feverish emulation in school children, and when public school teachers find the surest way to keep their places is in making their pupils yield high averages, the conduct of the Lowell (Mass.) school committee is refreshing. A Mr. Carney left a bequest for medals to be bestowed on meritorious high-school graduates, and these have been given for some time past. The result has been over-exertion and jealousy on the part of the scholars, and the necessity of disagreeable discrimination on that of the teachers. The committee has, therefore, abolished the medals. There will always be lazy scholars, and medals will rarely stimulate them to honest industry. There are many more whose zeal needs abating, unless parrotlike fluency is preferred to health of body and mind. The Lowell committee has acted sensibly."

### Quincy, Mass.

Every reader of the JOURNAL should be a writer. Express your views in some way; let us know what you think; let us have your views on our work. We wish to reach everyone in the land and lift him to a higher place of thought and action; if you can help on our work do not fail to do it.

We have published several letters from Quincy, written by Prof. J. J. Murphy, who has gone there to study the methods employed. Prof. M. has been identified for many years with educational work in the State; and without saying "What good can come out of Quincy," he betook himself thither to see for himself. The result of his first visit determined him to make a six months' stay.

Several county associations have already urged him to come before them to present the "Quincy method," and thus the new ideas are destined to spread wide. His address is Fishkill, N. Y.

Supt. Parker of Quincy, thus writes of him:

PROF. MURPHY,

*My Dear Sir*—Your long careful study of our school work in Quincy, together with the experience of forty years of successful teaching, has enabled you to understand what we are trying to do better, I think, than any one, who has visited the Quincy schools. You have taken time to examine the minutest details of the work. You have thoroughly studied the principles that underlie the methods used. You know well our mistakes and failures, so that I have no fear but that you will represent us and our method correctly.

I am under great obligation for your criticism and suggestions and especially for your help in physical exercises and writing. Hoping that you will live long to aid the cause of education,

I remain your sincere friend,

QUINCY, Feb. 13, 1880.

F. W. PARKER.

An Indiana doctor recently dissected a frog which had starved to death in his office, and found the lungs clogged with thousands of black crystals which looked like coarse gunpowder; on burning they gave off carbonic acid gas, and they are pure crystals of carbon, as the diamond is.

## THE SCHOOL-ROOM.

### School Exhibitions.

Exhibitions, fifty and even twenty years ago, were the rule in almost all public schools. Even at college commencements "colloquies" and minor "dramas" have been introduced. But with the progress of methods and of wisdom in the present generation, "exhibitions" have utterly disappeared from the exercises of all high schools, academies, and seminaries worthy of the name, and even from every grade of public schools in cities and large towns. At least in my constant great interest and experience, not only as pupil in many schools, but also as a teacher,—and as a member of a board having control of the schools in a city of 25,000 population, I have yet to learn away from Long Island of any city school or high school exhibition of exercises beyond compositions, declamations, music, and callisthenics. "Exhibitions" of dialogues, pantomimes, and dramas are a relic of a past generation; they are a country or backwoods institution.

But this of itself is no argument. The question may well be asked, why exhibitions have thus become disreputable, and what are the real reasons against them. I answer: First, a reason of economy. They are a poor pecuniary investment. Our school, for example, costs (including interest on capital invested) at least \$5,000 a year; or \$120 each week of the school year. From my own personal knowledge of the labor and nervous strain of making ready such exhibitions, I am assured that the three recent ones in our own school have drawn away to the extent of more than one week's thought, study and strength from the regular work of the school; yet have resulted in gross receipts of only \$142. How much of this should be deducted for expenses, and how much outlay parents have been at for needless dresses and costumes, I know not. But is it not clear that it were better economy for the board to buy the school a piano?

But to this it will be answered that the "exhibitions" are a benefit in themselves: that the thought, study, and strength expended upon them are profitably expended to the mental improvement of the pupils. This I heartily grant, so far as the exercises consist of composition, declamation, music and callisthenics. These are all excellent,—a most legitimate part of the regular school work. No exercises would I encourage more for the older pupils,—or indeed for all pupils, than composition and declamation. Good reading, good speaking, good writing, pertain in the highest degree to all mental improvement and to the practical work of after life. If exhibitions will consist hereafter only of such exercises, I shall have no fault to find, but all praise. Even dialogues, or better, extempore public debate, where the interest and excellence shall consist wholly in the thought and elocution, I should heartily approve.

But the moment we introduce costume, tableau, pantomime, charade, or drama, that moment we exchange the culture of mind, the power of ideas and excellence of thought, for the mere display of pretty faces and pretty clothes. There may be a thoughtful name to the scene, or an idea underlying it. The beautiful maiden with eyes lifted ceilingward may be announced as "Faith;" but that which the spectators gaze upon is not the abstract, ideal thought, but the face and form of the girl. Maiden modesty is sacrificed, and vanity or envy increased. But the great objection to the tableaux and dramas is not so much the immediate evils, expense, extravagance, and vanity to the participants, as the indirect effect, to all young people who either take part or look on, of imparting a passion for scenic representation and fictitious excitement. Acting, posturing, costuming, have nothing to do with the real work of after life; but, nevertheless,—or therefore,—they possess an indescribable fascination for all young or unformed minds. It is akin to the intoxication of wine.—*Patchogue Advance*.

### School Grounds.

There is no question of the desirability to ornament the grounds surrounding our common school buildings wherever it is possible to do so. Next to the home the school is the place where children spend most of their time, and the more attractive the place is made the better for the purpose assigned. A neatly-kept school garden will also serve to inculcate ideas of neatness, and help to develop a taste for the beautiful.

Cooperation in the matter by the people in the district is necessary in planting and laying out the grounds; but this done, the teacher and school directors should be the only persons in authority over the premises. The trees and shrubbery should not be expensive, and they should, of course, be of a character to suit the extent of the grounds. Many of our native plants could be employed to good advantage but they should not be all common species. A few trees, and smaller plants remarkable for their flowers foliage or fruit, which are not to be found anywhere else in the neighborhood, would serve greatly to attract attention, and create an interest in the youthful mind.

To make the plants useful in the economy of the school the teacher should not only have a knowledge of botany and horticulture, but he should be as enthusiastic upon these subjects as upon grammar, arithmetic, or anything else he has to teach. Here it is that the plan will be apt to meet with difficulty. Few teachers of our common schools have more than a very elementary knowledge of plants and their culture, and fewer still can present the subject in a manner that would be really interesting and instructive to children. A few trees and plants having some peculiar features, would be most likely to engage the attention of both teachers and scholars, and the interest awakened, they could gradually advance to common garden plants. Let the school grounds be embellished by all means. By the exercise of a little good will, a little good taste and the employment of a little expense these now woefully neglected places can be made objects of attraction, and education in their influence, to young and old.—*The Rural New Yorker*.

### Golden Thoughts.

[One to be written upon the blackboard each day, to be learned and copied by the pupils.]

FEELINGS come and go like light troops following the victory of the present; but principles, like troops of the line, are undisturbed and stand fast.—*RICHTER*.

ACTIONS, looks, words, thoughts, form the alphabet by which you may spell character.

THE sure foundations of the State are laid in knowledge, not in ignorance; and every sneer at education, at culture, at book-learning, which is the recorded wisdom of the experience of mankind, is the demagogue's sneer at intelligent liberty, inviting national degeneracy and ruin.—*GEORGE WILLIAM CURTIS*.

GOOD deeds, will shine as brightly on the earth as the stars of heaven.—*CHALMERS*.

LIFE is divided into three terms, that which was, which is, which will be. Let us learn from the past to profit by the present, and from the present to live for the future.

THE greatest of faults is to be conscious of none.—*THOMAS CARLYLE*.

THE wise and active conquer difficulties by daring to attempt them.—*ROWE*.

WE should accustom the mind to keep the best company by introducing it only to the best books.—*SIDNEY SMITH*.

GOOD ADVICE TO TEACHERS.—The following is taken from Rules and Regulations of the East Saginaw (Mich.) Public Schools:

Never teach a definition till that which is to be defined has been clearly apprehended by the pupil.

The thing named should always be learned before the name.

A rule is the statement of a principle or process; the pupil should never be required to learn one except as the best expression of what he already knows.

Know thoroughly and familiarly whatever you would teach.

Gain and keep the attention of your pupils, and excite their interest in the subject.

Use language which your pupils fully understand, and clearly explain every new word required.

Begin with what is already known, and proceed to the unknown by easy and natural steps.

Excite the self-activities of the pupils, and lead them to discover the truth for themselves.

Require pupils to restate, fully and correctly, in their own language, and with their own proofs and illustrations, the truths taught them.

### Notes from Quincy.—3.

BY IVAN.

Although the spelling lesson and the language lesson are intimately connected, I have till now refrained from speaking of the spelling lesson, in order that I might devote more space to a subject full of interest to most teachers. Many honest teachers say, "I am not satisfied with my method of teaching spelling," and feeling very much in that mood myself, I have with delight and gratitude received many valuable suggestions from the teachers here.

There is no printed spelling book in use here. The teacher makes her own spelling book, or list of words for spelling. I have spoken of words and sentences written

upon the blackboard and copied by the pupils. Every such word, which the pupils have found difficulty in mastering, is placed upon this list in the order of its occurrence, as is also every other word in the spelling of which the children fail. It is a notable fact that the most failures are made in words in common use, therefore, the spelling of each grade is confined to the words in use by the children, and those he is likely to use within a few years. Thus the spelling of the words belonging to the vocabulary of each grade is taught in that grade. Besides these words which occur in other lessons, a large proportion of this list is composed of words given by the class in special exercises, which may be called "word developing exercises." No word is placed upon the list until it has first been written upon the blackboard and copied by the children upon their slates.

No word developed in these exercises is left until it has, either orally or upon their slates, been embodied by the children in sentences framed by themselves, as a test of their knowledge of the true meaning of the word. I have repeatedly spoken of the *framing of sentences* by the children, and lest the expression may mislead some one, hasten to explain that here they do not "make a sentence" but "tell a story" about the word, and the child is at liberty to say as much as he will about the word, provided he does not occupy too much time, the object being not to limit the child's flow of thought or expression, but to afford both the fullest liberty consistent with improvement. And when the teacher says "Who will tell me a story about the word cold?" there is no constraint on the part of the pupils, but they pour forth all they think that shall express their idea of the word, thus: "This is a cold day." "I saw a little girl on my way to school who looked as though she was cold." "I shall eat a cold dinner." One of these word-developing exercises is conducted thus: Each child in turn is allowed to touch something in the room, the name of which is put upon the board. This association of the name of the object with the object itself is a great help. One lady says there are over three hundred objects in her room which may be touched. Any peculiarity of spelling is spoken of while the word is being written upon the board.

If there be silent letters a line is drawn through or under them to attract attention to them. The words thus developed are all name words. At first it seems next to an impossibility to represent action words, but I am assured that they are all, or nearly all, capable of representation, which is done either by the teacher or a pupil previously instructed. The word *run* is readily represented if a pupil un across the room, and at the same time the word *stop* is suggested. Not only the words but their different forms are thus illustrated, as: Drop, dropping, dropped; walk, walking, walked.

In obtaining descriptive words from the class, the teacher has often to resort to questioning, though sometimes these, too, can be illustrated, as for instance, the teacher takes a flower from her vase and smells of it. Such words as sweet, fragrant, odor, handsome, scent, will be suggested.

## EDUCATIONAL MISCELLANY.

### Politics and Schools.

[The following extracts are from the address by Com. Sidney P. Cooke, of Wayne county, delivered at Auburn, N. Y., at the annual meeting of the Commissioners.]

It is evident that the security of rights will result from a disposition to do right because it is right and not from a motive of mere self interest. Morality, therefore, must be superadded to intelligence as a foundation of free government.—The development of intelligence and morality is naturally the first impulse of a community desiring to govern itself.—How does mere intelligence preserve rights? First, through motives of self-interest; a second reason is the intelligent direction given by education to naturally good impulses; a third reason is found in the fact that it diminishes idleness.—Intelligent people are better able to secure employment because their abilities give them a wider range of choice and greater skill in work. The discipline of the school has fitted them better for the duties of business.—A fourth reason is the habit of subjection to authority.—Does Secular Education develop moral motives?—And first the law of use and disuse.—Our secular school takes the child when its mental and moral faculties are developing. He has good and evil impulses.—The school proceeds to develop his good faculties and impulses by a

course of useful study. Nothing in its instruction appeals to his baser nature or tempts his weakness. By use the better faculties gain strength to resist evil.—A second cause of the moral effect of secular education may be found in the clearer apprehension by the educated of the law of cause and effect.—The disposition to jump at conclusions, to overlook the necessity of relation, to allow the consequence to blind the eyes to the cause, is much to be feared by the State.—A bad season ruins crops; want and suffering result. The ignorant think that the government is somehow at fault, and forthwith vote the other party into power.—Another reason for the moral effect of education is that it cultivates right habits of thought.—The habits acquired in study of subjecting all questions to logical tests, the habitual and prolonged dominance of reason over impulses and passions, the incentive to great care in thought, furnished by fear of mistakes and ridicule, the ability acquired by long study and the freedom from the fatigues and impatience attending the mental efforts of those unused to it, prepare the mind for that calm, intelligent, patient and persevering habit of thought which is the very fountain of moral action, and which will lead to rational investigation of social phenomena and to habitual action based on reason rather than impulse, on actual rather than supposed rules of right.—Again, Morality is cultivated by the example of the moral pupils.—In the presence of purity and refinement, obscenity and rowdiness disappear, while the beauties of toleration and kindness, in the atmosphere of youthful purity and love, blossom like tropical flowers. The lowly are raised toward the refinement of the wealthy, while they in turn are saved from overweening vanity and pride of position by the discovery that the lowly are intellectually, and may become socially, their equals.—The art of reading is another moral cause. It furnishes an inexhaustible store of recreation at home which otherwise would be sought in places of doubtful virtue and of degrading associations.—Again, secular education develops truthfulness. Children are led by recitations to see the necessity of accurate statements, and come to give attention not only to the more common and obvious meaning of words and statements, but to what his words may signify. They find that false statements are invariably detected and an unpleasant association comes to be associated with falsehood because of the mortification and chagrin resulting from exposure.—Secular education improves morality by developing self-respect.—It gives him that fundamental characteristic of civilization, the power to prefer the future to the present; permanent and temperate pleasure to present excesses.

The entire effect of schools so far as they directly benefit the State is in fact moral. For the State does not distinguish actions as of right or wrong motives. It is content with right actions, whatever their motive.—There seems to be a current belief that there is something antagonistic between intellectual culture and moral development; that the mind is walked off into separate apartments of moral and intellectual functions.—It is an insult to humanity to hold that its intellectual elevation conduces to moral decay. It is a denial of historical fact, a logical conclusion from false premises.—From the fact that some criminals are educated it does not follow that they would have been virtuous if left in ignorance. If uneducated they might have been monsters.

The schools should be good schools not only for the greater benefit to the State, but because having assumed the right to educate the children, inducing parents to suspend their efforts for that end, the State has no right to do work poorly and thus deprive the child of its opportunities.—Good schools cannot exist except with good instruction, and good instruction depends on proper qualification and experience of the teacher. Therefore, the policy of education should provide such regulations as shall secure a competent corps of instructors. This is not accomplished under an order of affairs which, in rural districts, changes teachers every term and crowds the teachers out of employment as soon as the necessary experience is gained for successful work.

All favoritism should be lopped off and business principles allowed to govern.—We raise enough money to have better schools, and a wise policy of expending this money will give parents and children and State better results. And such a policy every tax-payer has a demand and an interest to secure.

—♦♦♦—  
TWENTY-SEVEN girls from Mount Holyoke are said to be teaching in South Africa.

### "Our Common School System."

The above is the title of a work written by Gail Hamilton, and just published by Estes and Lauriat of Boston. Whatever this lady writes is worthy of attention, and this volume especially so. We shall select passages and express our opinion as candidly as we, for it is only thus that the truth can be reached. If our common school system is a vast machine, and that only. We shall advocate its removal. It has tremendous defects, that is clear.

#### HIGH SCHOOLS.

"While it is impossible that children should be educated too much, it is possible that they shall be educated unsymmetrically."

"If the object of the schools be to have and display a perfectly-working machine, the drill and the discipline have splendidly succeeded."

"They are willing to go into stores, to be book-keepers, copyists, clerks; but to learn a trade, to serve an apprenticeship,—this they are not willing to do. They have been through the grammar schools, and partially or wholly through the high schools. They are, in some sense, highly educated. They are familiar with drawing; they have a pleasant, if superficial, acquaintance with science. By the aid of a dictionary, they can read one or two languages. They have good manners, refined tastes, correct habits; and, naturally, they wish to bring their acquisitions to market. They desire an occupation and a society in which their accomplishments will be employed and appreciated."

[This is a pretty carefully drawn picture. The defects spoken of do not come from our educational system, but from the form of society. Democracy is in full blast; every one is struggling upward, some to a false and some to a sham height.]

"Is it not possible, then, that the very point of which we are most proud is the very point in which we are weak? We boast that in our high schools we give to the poor just as much and just as good as we give to the rich; but why give anything to either? What right has government to bestow luxury of education any more than luxury of dress? What right has it to tax the public for a high school education any more than for a college education? The primary school education, the common education, it does not give but require. It recognizes a certain degree of education as requisite to intelligence and good citizenship. A rudimentary knowledge of reading, writing, geography, and arithmetic, it, as a general thing, believes necessary to give the republic a firm foundation. It is, therefore, proper that government should furnish the means to secure what it requires for citizenship. It does this, not directly for the citizen, but directly for the sake of the republic, and through that, indirectly, to the citizen."

"I think it better for the public money to be used upon the schools that educate the many and not upon the schools that educate the few."

[Here is a mistake. The High Schools as well as the Primary and Secondary Schools are for the many. Who of that many will use them is an indeterminate problem. If my son cannot, because he must labor, the son of some other man may. The good of the High School like the good of the College is not measured by the number who attend it; but by the influence it will exert.]

"When the New York School Journal replies to the Governor that 'Our Common System does not even pretend, in any of its departments, to go beyond this limit,' I do not understand; or if I understand, I do not agree. The School Journal enforces its declaration by asking 'What is it to understand and perform the duties of American citizenship?' One of those duties is to read and understand the laws which he (?) has to obey. Another is to be able to make those laws. A third is to be capable of administering and executing them."

"In a free State, one of the great objects of the free common school is to qualify the whole body of citizens for the performance of every duty that may fall to them by reason of their citizenship."

[The author repels the statement in the School Journal. Now, long before the Free High School was thought of, it was a common thing for men of ability to enforce the importance of attending school by saying that the President of the United States (meaning General Harrison) had been fitted for his duties by the school. The word *every* is not to have too heavy a strain put on it. That one of the objects of the school is to qualify the whole body of citizens for the duties of citizenship is true.]

"The Common School System does not undertake to qualify all citizens for all duties, and it does undertake to

qualify them beyond the point which the State requires. Some States demand an Educational test for suffrage; some demand education through a term of years. No State demands a High-School education, yet the System undertakes to give it. What the State does undertake and what it should undertake is to give to every child a fair start in the race; to demand of every citizen education enough to enable him to perform the ordinary duties—not the extraordinary duties—of American citizens. It demands intelligence enough to do what is the duty of every man; not training enough to do what is required of only a few men. It furnishes to every child a basis for education."

"Too often the instruction in the lower schools is shaped, not to the greatest good of the great number who are to find their only schooling in these schools, but to the demands of those who are to go into the High School. The Grammar School aims to fit pupils for the High School. It shapes its course of study for the five pupils who will graduate at the High School. It ought to fit pupils for entering into active life, intelligent. It ought to shape its course of instruction for the ninety-five or ninety-seven who will have no course of instruction except that which the Grammar Schools furnish."

[This is a point well taken. It cannot be too often stated, and yet the defect remains. We entirely agree with the author and thank her for speaking so plainly.]

"A large majority of the High School pupils are boys and girls who have no special rage for learning, who have no especial necessity for labor, who are in the High School because it is a pleasant and profitable way of passing the years of their youth."

[What objection to that? The same is true of the Primary and Secondary Schools.]

"Every argument that applies to the State support of High Schools applies equally to the State support of colleges."

[So we think; so thinks the State of Michigan, where for a quarter of a century a noble university has been open for all who will. It will not be many years before New York will open Cornell University to every youth who may be able to avail himself of its advantages, instead of only 64 as at present.]

"Our fathers were wiser in their generation than the sons. They began with the college. If we are to be controlled by their acts instead of being influenced by their spirit, we must adopt into our Common-School System all institutions of learning whatever."

[All but the law, medical, theological, etc., schools.]

"It is idle, it is illogical, it is the mark of an undisciplined mind, to demand the maintenance of high schools as a continuance of the practice of our fathers. Their devotion to learning should animate us, but their strict adherence to common sense should also stimulate us to emulation. The method of their devotion was dictated by their circumstances. We also should adapt ourselves to our circumstances, not to theirs."

[The maintenance of High Schools is demanded by the best logic—common sense. The general diffusion of knowledge is so great that the common schools of years ago must now include a High School.]

"Why should the State depart from the simple principle of giving to every child, of forcing upon every child, sufficient education to enable him to become a good citizen, and stop far short of the education required to make him learned? Why should it provide him with education that rather unfits than fits him for a trade, yet does not, and does not pretend to fit him for the ministry?"

[There are those who think the Primary and Secondary Schools "unfit" children for work.]

"Another evil, and a most undemocratic one, is that the best teachers, the most highly educated and the most highly paid, are not put into the primary schools, where all the children have the benefit of their culture, but into the high schools, where only three or five per cent. of the children come in contact with them. That is, instead of giving the best advantages to those who have the most need of them, we give them to those who have the least. The child who can devote only the few years of early infancy to mental pursuits, we put off with a half-educated or not educated teacher, while the best gifts are bestowed upon those who can be furnished with the best elsewhere."

[A well taken point! A shameful truth! An enormous blunder! Lay on the blows thick and fast here, good friend!]

"The School Commissioner of Ohio, in some excellent remarks on high schools, says that the three-one hun-

dreds of the public school teachers of Ohio who are in the high schools receive one-ninth of the money paid for instruction. In Boston about one-tenth of the teachers are in the high schools, teaching about one-twenty-second part of the pupils, and receiving about one-sixth of all the salary. The average number of pupils to a teacher in the high schools is 25.1; in the grammar schools, 46.8; in the primary schools, 45.4."

[It must be admitted, however, that the High School teachers are not paid too much, but that the others get too little.]

"It requires far more vitality to engage and direct twenty little children than twenty boys and girls of fifteen years. Yet we put nearly twice as many little restless bodies and fresh, untrained minds into the care of the primary teacher as we put of taught and trained pupils under the high school teacher. And then we give to the high school teacher the higher salary, and, most fatal of all, we do not think it necessary for the primary teacher, who has the first and widest and deepest work to do, to be furnished with all the resources which education can provide, but fancy that any woman who can read and write—especially if she has had a touch-and-go at the normal school—is abundantly able to manage these little ones."

[True, true, true! When the public acquires common sense enough to acknowledge this we shall be ready to depart in peace.]

"But I venture to say no man ever conferred distinction upon this country who owed his power to the high school. No man ever illustrated the annals of this country who would not have been equally illustrious had the high school never existed."

[This is going ahead too fast. Better say many owe their power to the Primary School; less to the High School; less still to the College. And this is as it should be.]

"A country village of eight hundred inhabitants has its district schools. In these are taught reading, writing, geography, arithmetic, grammar, a little history, if desired, and, if the teacher be amiable, he or she will gratify the more advanced and studious pupil with as much algebra as there is time for. It may be predicted, in the first place, that there is little time for anything. The school of forty pupils is broken up into numerous minute classes. Grading is not so much as known among them. There are seven or eight spelling-classes, and four or five reading-classes, and three or four geography-classes, and two or three grammar-classes; and, as for the arithmetic-classes, their name is Legion. A few are counting up apples and tops in somebody's First Lessons; a few are painfully "skipping about" in the multiplication-table; a few are lumbering along through compound reduction and proportion and partial payments; and the elder or the cleverer pupils are rushing upon the reefs of the final problems. One teacher has them all in leash; and the military discipline consists in tapping them in from recess with a ferule on the window-pane, and permitting them to take turns in sweeping the school-house and bringing the bucket of water daily from some neighboring well. This is all the education the town affords."

What are the results? In point of show, they are not to be compared to the city schools; but, in practical effect, they compare not wholly unfavorably. No pupil is kept back by another's dilatoriness, consequently there is a sort of self-creating emulation; and the bright scholars make more rapid advance than in a more thoroughly organized school. They do not move in appointed lines; but they move with rapidity and independence. Organization suffers; but individuality gains."

[This is a fine picture and a fine tribute. It only shows what a good teacher can do. But suppose the teacher a poor one; then what?]

"It is a noteworthy fact, that, through a term of years, this little village, with no public means of education except the district schools, graduated more students from college, in the ratio of its population, than any of the neighboring cities. And of these graduates, I never heard that one was a failure. All were respectable, self-supporting, useful citizens; and some became distinguished. Most of them fought their own way, with little or no help from their families. They borrowed money from their neighbors, who have infinite respect for education. They taught school in the winter vacations, and made hay in the summer. They conquered education; and it became to them a sharp sword and a staff of strength. For the intelligence of those who do not go to college, I can only say that the town-business is conducted with a tolerably rigid

adherence to law and decorum. There is apparently no more folly, and no less honesty, than may be predicted, let us say, of New York."

[The cost of living, and the pressure in the city is so great, that the work is sought by children, even; hence the disproportion. Some of those graduates were failures, admit it.]

"Why may not some of the methods of the country work well in the city? I know that where hundreds of pupils are congregated in one building, each one cannot be permitted to do that which is right in his own eyes. There must be uniformity to ward off confusion. But it should be always borne in mind that this necessary uniformity is a necessary disadvantage. It is not a thing desirable for its own sake. It is praiseworthy only so far as it promotes intellectual efficiency. So far as it substitutes mechanical action for mental spontaneity, it is disastrous. So far as it carries a pupil along by the action of machinery, and relieves him from individual responsibility, it is not a signal benefit."

But, beyond this, why should a city provide any more complex education for its children than does the country? Suppose it simply puts within the reach of every child the education which the republic requires and leaves the rest to the child's own will and ability, or to its parents? Drawing and music are agreeable, and a knowledge of them is convenient."

Some of these things are good.

"We look at the high school, we admire its beauty, its order, its learning; we see the grand march of the whole public-school system as it passes on from strength to strength, and from glory to glory; and it seems well-nigh sacrilege to lift so much as a finger against its beautiful proportions. If the object be to perfect a system, then we are, doubtless, on the right road; but if the object be to institute a select, industrious, prosperous and contented community, there is surely room for doubt. No prettier sight can be shown to the Prince of Wales than a music hall full of white-robed, flag-bearing school children; and a class of boys and girls at the blackboard, frisking through Euclid's hardest problems as if it were a game of fox-and-geese, is a sight calculated to inspire the minds of adults with mingled awe and humility. But three hundred idle, well-dressed, well-educated young men applying for one insignificant clerkship; fifty clergymen crowding one ecclesiastical broker's shop on Saturday afternoon; a hundred young ladies answering an advertisement for one copyist; throngs of intelligent, refined, and healthy persons, in the youth and prime of their years, blocking the doorway of every supposed easy-going routine office in the country,—is not an inspiring sight."

[Not quite logical. That 300 well-dressed, well-educated young men apply for a clerkship is not a bad thing? Does the High School put them into this plight? The city educates its children, that is one thing. There are many seeking employment, that is another. It always has been so in cities. We claim that intelligence will greatly help to give the unemployed work. How much education the individual will need is one of the unsolved problems. It seems to be well to have a good deal; that is the experiment that has led to the High School.]

## The Psychologic Basis of Education, No. 2.

By B. A. Brooks, A. M.

As the heavens are reflected in a little pool of water, so the universe of thought is reflected in the mind of man. The child thinks as God thinks. The teacher must study earnestly, carefully, reverently, the laws of the young mind committed to his care. Reverently for several reasons. First.—The child mind as it is presented to the teacher, is the work of God, with the qualities, capacities, and laws of development with which he has endowed it, and these must be treated reverently in order to lead out, that is educate, the mind in accordance with its laws, instead of imposing upon it the theories and Procrustean methods of so-called systems of education. Secondly.—Facts must be revered; and the character and constitution of the child mind are facts, which cannot be ignored in any successful plan of education. How absurd it would be for the machinist to ignore the laws of mechanics; the scientist those of physics, or the physician those of the body in their theories and practice, needs only to be mentioned to be seen. Yet it needs to be said that the teacher must not be ignorant of the laws and constitution of the mind. Indeed, there can be no true teaching without this knowledge. Otherwise all is indirect and experimental, aiming

in the dark, blind trifling with the noblest trusts committed to human guidance. It is not only a waste of time and energy, but far more, often dwarfing and misshaping for eternity of the human soul divine. Teaching, which is concerned with informing, shaping and developing crude mind, is a science, and as such rests upon principles. There are principles of the mental constitution and principles inherent in all truth. Out of that relation grow the principles of teaching. Nothing can take its place. Methods are not principles. Methods, however ingenious have no value, save as they represent principles. And the method which ignores a principle, or induces forgetfulness of a principle is a hindrance and not a help.

The first principle then to be observed by the teacher when he receives the young mind which comes to him for aid and guidance in the opening up of its uncounted mines of thought, is that it must be taken in its entirety; as a living, breathing, palpitating fact. It is a microcosm, a world in itself, instinct with all the thoughts, feelings and aspirations of the man. It is not a human pig to be filled with the stale legends of learning—not a machine to be manipulated according to set systems—nor a wooden peg to be placed in a row with its fellows on which to air rusty theories and hang rusty rules and antiquated methods. It is a humonculus, a little man, with its world of capacities and many-sidedness. It has its physical, moral, social, and aesthetic natures, each equally important and as strongly demanding cultivation and exercise as the intellectual. This latter also, consists not only of memory and the reasoning faculties which are almost exclusively trained in school, though in the most unreasonable manner, but also of perception, conception, imagination, and expression, in which we include the use of language; drawing, music, oratory, and all which serves to express the conception of the mind.

The second principle to be observed is that the law of the life of manifold and mysterious being is activity, is exercise. It is full of desire to do, curiosity to know. What potent levers has the Creator here placed in the hands of the teacher! And how does he use them? He places this bundle of activities, alive with tendrils reaching in every direction, and tingling with the touch of every new sensation, in a close room, on a hard bench, in line with its fellow prisoners, "cubed, cribbed, confined" on every side: not only bodily but mentally. The sense and intellect are taken from their natural objects and chained down to the senseless words and idle nomenclature of so-called science and useful knowledge, until the young soul revolts or grows up dwarfed and deformed like an oak in a flower pot.

Exercise of all the faculties is the underlying principle of true education. These are not only nor mainly those to which attention is directed in the curriculum of the schools. Says a recent writer: "There can be no such thing as over-education. Our faculties are formed for a continuous and eternal development, and our life here and hereafter is a perpetual unfolding of that which is always growing wider and yet never attaining its limit."

### Successful Teaching.

The customary standards by which the success or failure of a teacher's work is gauged are very imperfect. Many parents settle the whole question on examination day. If their children fail to shine as brilliantly as they expected to see them on that day, the whole term has been little better than time thrown away. Examination day has its value, but it is usually given too much importance as a trial day of a teacher's work and the scholar's progress. It is a day on which the scholar with the best memory too often gets credit as the best scholar, and the teacher who is the most skillful in getting up the programme and in general scenic effects is regarded as the most efficient.

It is not an easy matter to define successful teaching, or to give a teacher his or her just meed of credit or censure. The parents can only judge of the value of a teacher's instruction to their children by the interest which they take in their studies, and their progress upward from grade to grade, or class to class. A genuine interest shown by a child for his studies is a far better sign of a good, faithful teacher, than in rapid promotion into higher classes. The scholar who shoots rapidly ahead and shines very brilliantly in school not infrequently fails in after years to come up to the fond anticipations of those who have prophesied him a high place in the temple of fame.

One teacher may put his pupils through twice as many books as another, and not teach them one-half as much

A teacher who enters a school-room as a machinist enters his shop, and sees his day's work before him in the shape of a boy and a book which in some way, or any way, provided it's the quickest way, are to be pounded together, is not fit to teach a school. The teacher who teaches nothing but what the books teach, only halt does his duty. We do not expect the teacher to teach the school manners, or truthfulness, for these should be taught at home. We do ask them to teach the scholar the value of time, the value of education, and its chief end. We would have the pupil learn to think and to act for himself. Learn to feel that it is of little real benefit to him to reach the last page of his school book, unless when he has reached it he has learned more from the book than the author intended it to teach.

A teacher who has taught his pupil these things has taught him to study. Such a teacher's instruction will not be laid on the shelf with the worn-out school book, but go with the pupil into the greater school of life. Happy the pupil who finds such a teacher.—*Western Ed. Journal.*

For the NEW YORK SCHOOL JOURNAL.

### The Schoolmaster at Home!

Returned, my footsteps were guided to an old haunt. It was the Vandewater street school house. Not the same building that I entered, as a little, thoughtless, blundered and often times truant boy; but another, and a large one. While sitting on the platform and awaiting the presence of the Principal, the picture of the old structure, the Alma Mater of my infant school was palpable in my mind's eye, and the long, high gallery, too, where I sat on the highest tier, overlooking all the scene below. Under the old gallery was a good place to play "Hide and Seek," when the teachers went to the lunch at noon time. For it was dark there, and it made a good hiding place; and many a little hungry boy found a bit of bread or scrap of meat that had been thrown there by surfeited schoolmate. Miss Weston, and Miss Viney, were the teachers then; dear, good, kind teachers too. They never whipped me; no doubt they are angels in heaven now.

And there too, I first learned the pretty nursery song—

"Mary had a little lamb,  
Its fleece was white as snow;"

But many of the little folks in that happy infant school, could not exactly catch the idea, and so they sung it—

"Its feet was white as snow!"

Then I remembered that I was rewarded for good lessons, with a gift of a little white handkerchief, with a red trimmed border, and in the center was the picture of Mary and her little lamb. What a proud boy I was, as I marched home, and how I prized the reward. I was too good for daily use, and so it was stowed away in the breast pocket of my Sunday jacket. There was also a dungeon room in the old school. As the fog of reverie lifted a little, while quietly sitting on the spacious platform of the new structure, I coast about to locate the place, the dungeon room that had such terrors for our juvenile minds. The boys said, there were ghosts in that dark room, and even the bravest, cared not to be thrust therein as a punishment. Any of the boys would prefer to stand all day with the "Fool's hat" crowning his pate, to be the laughing stock of all, than to take his chances in the dungeon. But its location, like the other scenes of the past in the old school, is like a dream.

John G. McNary, Esq., is now the Principal of the modern building. We know him well; he was our Tutor in the N. Y. Normal School twenty years ago. We find him now, as we found him then, a gentleman capable of adorning any position in the profession. We remember how persistent he was to hang on to the text, until each student in the normal class understood the subject. Then too, he had a kind and genial way of treating us. Nobody forgets kindness; a kind word or act on the part of the teacher, is a treasure laid up in Heaven. All the old students of that normal class have a good word for their old Preceptor; and no doubt many of the pupils of the Vandewater street school, will rise up in the future and call him blessed, for his kindness, his advice, and fatherly care over them. The school is fortunate in having such a person presiding over its welfare.

We next visited No. 2 School on Henry street, Major F. J. Haggerty is the Principal. We remember when we graduated from the infant school of Vandewater street, we were admitted to No. 2, Henry st. It was considered

in those day to be a first class school, not only for learning, but for training boys in the way they should go. The old school building was a long wooden structure, two stories high, with a gable end facing that street, painted a dull yellow color, and the entrances were on the side in the yard. My initiation into old No. 2, was anything else but a happy one. I found myself at once among big, bad, rough boys. And the schoolmasters, every one of them, severe-looking men. How I trembled, when the head master asked my name, and where I lived. Then in class I shivered with fear, and, not knowing how to pronounce certain words, I was dispatched to head master to be flogged, for being an obstinate boy. I was jerked across the desk, and the raton was applied with merciless vigor!—How it did hurt!—A dozen strokes or more were inflicted just where it caused the most pain!—For a week afterwards, a cushioned seat for ease and comfort would have been a welcome boon.

With schoolmaster R., flogging was a mechanical operation on'y. As the surgeon applies the knife without thinking of the pain inflicted, so did he, the rod. His business was to flog, without asking any for why or wherefore. Twenty-five years afterwards, I met the old schoolmaster and like a thorn in the flesh, the severe but unjust flogging was still fresh in my thoughts, and then and there, it was the subject of a sharp criticism on my part, as was also, the shameful abuse of authority with the rod of correction, swayed by the brutal Squealers of Ould lang Syne!—Happily for the rising generation that state of things has passed away.

Old No. 2, with its terrors likewise has ceased to exist, and now Phenix like a beautiful school house has arisen on its ruins, and good and noble men for a generation past, have filled their round of duties with honor and credit to themselves, and with justice tempered with kindness and mercy towards their pupils.

No. 2, is now considered one of the best schools in the city of New York, and Principal Haggerty feels that a rich legacy has been left to him, in the care and guardianship of the interests of such an institution, as well as in the successorship of of such noble educators before him.

No. 29, Greenwich street, was next visited, and Mr. Thomas S. O'Brien the Principal, received us with commendable politeness. He expressed himself as desirous to have us visit every class room in the building; but our time was limited, and we visited but one class, and that being conducted by our worthy and esteemed friend Mr. James R. Finch. He was our Principal in one of the Evening schools some years ago. In that faithful, old public school teacher, I found a successful educator; that brief hour of repose and quiet observation was to me a lesson of progressive tutoring. I looked for first class teaching in the hundreds of schools that I visited in my travels, but found it only in a few, compared to the vast number.

Mr. Finch taught those boys as if they were his own children, and in a manner so serene and pleasant too, that influenced them to do their best to please him in department as well as in study. It was good to be there, and No. 29, will always hold its own against the best schools in the country, while it fosters such teachers as Jas. R. Finch Esq., and such careful Principals as Mr. T. S. O'Brien.

No. 9, on Eighty-second st., was next visited, a school house favorably situated to obtain the pure air of heaven, and the fresh breezes of the Hudson. Mr. E. H. Boyer, the Principal, is a rising young man; he served a long and steady apprenticeship as under teacher in other schools.—

"And he too will see his work,  
Like Jacob's ladder rise,  
Its feet on earth, its head aimed to the skies."

His treatment of the pupils, is that of a thorough gentleman. Many teachers might visit that school to their own advantage, and learn while there, that children are human beings, and will reciprocate any tokens of kindness. The pupils love him, and the neighbors speak in terms of praise of him, and No. 9, under Mr. Boyer's administration will rank as one of the best schools in the city. It would be a great blessing to our country, if the science of Phrenology was understood by the trustees of her schools; for then, teachers would be selected with the combinative qualities of amiability and culture, and the people's children would not be handled as automata nor be subjected to persecutive teaching.

JOHN OAKLEY.

## EDUCATIONAL NOTES.

## NEW YORK CITY.

## THE BOARD OF EDUCATION.

The Commissioners met March 3. The trustees of the 12th Ward nominated T. B. Barringer 1st assistant G. S. No. 57, as principal of G. S. No. 61, made vacant by dismissal of Mr. J. B. Moore.

A protest was sent in by the Vice Principal's Association against the appointment of T. B. Barringer to the Principalship of G. S. 61.

The report of the Committee on Buildings as to rehiring the premises occupied by P. S. No. 6, came up. After a long debate it was decided to rehire—15 to 7.

The Committee on By-Laws refused to pay Mrs. McLeland the same salary as last year, because her attendance was not quite 601—only 599 $\frac{1}{2}$ .

The Committee on Teachers reported in favor of excusing, with full pay, Miss M. C. Lamb, G. S. 11 (1 mo.); R. S. Gilchrist, G. S. 56 (2 mos.); M. Lucas, P. S. 4 (3 mos.)

**EVENING SCHOOL 28.**—At the closing exercises on Feb. 27th, Com. J. W. Mason made an excellent address; the entire board of Ward Trustees and a large and brilliant assemblage of the friends of the teachers and pupils were present. After complimenting the principal, Mr. Childs, and his assistants on the success of their school, Col. Mason said: "According to Webster 'to educate is to train the mental powers, to inform and enlighten the understanding, to form and regulate principles and character and to prepare and fit for any calling or business, or for activity and usefulness in life.' You will observe that Webster qualifies his definition of 'to educate' by saying, among other things, that it is 'to fit one for usefulness in life' and in my opinion that is all there is to it. Man was created for a purpose, usefulness conveys and covers the whole idea. To be educated fits one for usefulness, and it may be, for crime but to educate simply for ornament, to enable one to pass through the world without comment and with no particular object or calling in view amounts to nothing and persons so educated are generally marked as nobodies. It is those who having even a limited education and properly applying it make the best citizens that are honored and respected. This matter of education has been the subject of argument for a long time and will probably continue to be for some time to come. Some doubt the propriety of giving a free education to all upon the ground that thorough knowledge thus obtained the naturally vicious and wicked are better enabled to carry out their nefarious purposes. Well, I say that there is no doubt but that an educated rogue has most decided advantage over an ignorant one, and it is too often the case that a rogue gets the better of the honest man whether educated or not, but the argument after all is in favor of education, either for honesty or dishonesty. Education in these days tends to reformation and not to demoralization. It has helped to mould the being which the great creator and preserver of the universe made in his own image into what we call a real man. Education enables him to hold up his head in the presence of his fellow man, though such a man may occupy the most exalted position. It fits a man for almost any place unless he is physically or legally disqualified. Education sustains the right, annihilates the wrong—protects the helpless and makes the strong stronger. Education frowns upon slavery; smiles upon freedom: is a luxury to the poor and a spice to the rich. It is the sweetest companion for those in affliction and is welcome upon all occasions. It is a passport to any place, a check-rein to all unwarranted intrusions and a perfect balance wheel upon all who possess it and properly use it. It dignifies labor and cultivates good morals. General intelligence is necessary to the existence of a free country like ours and if the children of the United States could all be educated under one general system they would be more likely to have that sympathy which leads people to labor together in the administration of a free government and to support those institutions which are to secure to the people a common freedom. In my opinion the government of the United States should hold in its own hand the power to determine what must be the character and extent of that education, its own safety requires all its children to possess. Whatever may be said of other institutions it is my opinion that in our common schools are to be found the sources of those influences that are to mould the character of this government.

In their right management—in the maintenance in them of high moral standards; and in their preservation from all political and sectarian entanglements lies the safety of the nation for the future."

Col. Mason is one of the largest manufacturers in this city, has been for years an active and faithful School Trustee in his Ward. He is a fine natural orator and the advanced sentiments which he uttered were greeted with great applause. It is a good system which brings such men to the front in the management of our schools.

**LECTURE.**—Miss Kate Sanborn is announced a lecture Thursday evening, March 11th, at Steck Hall (11 East 14th street) on "Spinster Authors of England." This is an opportunity which should be seized by all who have not yet heard Miss Sanborn, as well as by those who were delighted listeners to the series lately given at Dr. Crosby's church parlors. We think Miss Sanborn, unexcelled in her clever portrayments of characters. You can learn all about the "Spinster Authors," for seventy-five cents.

**MR. KIDDLE.**—The ex Superintendent is lecturing before Spiritual Associations and very eloquently too, we are told. In Morrisania he had a large audience. He says the theme of Modern Spiritualism is that God is love.

## ELSEWHERE.

**NEW BRUNSWICK, N. J.**—The oratorical contest for the gold and silver medals offered by Myron W. Smith to Rutgers College, came off on Washington's Birthday. A. B. Havens, of Jersey City, was awarded the first prize, Myron T. Scudder, of Upper Red Hook, N. Y., the second.

**THE INTERNATIONAL SOCIETY FOR INVESTIGATING AND PROMOTING THE SCIENCE OF TEACHING.**—This Society embraces in its list of charter members some of the most prominent and able educators in the United States and Canada. It is fully at work, through its Executive Committee, upon the programme for next year's meeting, which is to be held in the third week of August, at Thousand Island Park, River St. Lawrence. The purposes of the Society have met with the most welcome approval in all places touched by correspondence. This is the first, and the only Society in America that aims its labors exclusively into the profession, as such, and as a science. It should produce great good to the profession by discerning the excellent that already exists there, by investigating newer fields, and by proceeding scientifically in its studies.

**BROOKLYN.**—Prof. Deane brought his Academy, (473 Carlton Ave.) before the public March 6, at Everett Hall, in a literary and musical entertainment. It consisted principally of recitations, dialogues, familiar conversations, writing on blackboard sentences selected by the audience, and parsing, applying the rules of syntax. Evidences were offered of their knowledge of French and German by reciting in these languages and translating them into English. Vocal and instrumental music by Mrs. Johnson and daughter, Misses Oakman and Hoyt. During the evening attention of the audience was invited to numerous specimens of penmanship and map drawings of the pupils, which were considered well executed. From the amount of applause offered, it was evident that the pupils had acquitted themselves very creditably, and the whole affair seemed quite a success.

In Japan there are already a number of government schools, and they are increasing. The school system was organized by Englishmen and Americans, and in Tokio, the English language is taught in some of the schools. Industrial schools have been established, and, as the opposition of the old feudal party to the new order of things is fast diminishing, it is likely that Japan will soon be provided with a school system rivaling that of the Western nations in completeness. China will not so readily accept European and American ideas; it has a very ancient school system of its own; but there are indications of a breaking up of Chinese exclusiveness and an introduction of China into the community of nations.

**SUPERINTENDENT MARY L. CARPENTER**, of Illinois, has sent out a circular to all the teachers of rural schools, requesting them to hold written examinations before the close of the winter schools. The work is to be exhibited at the county fair, and also at the State Agricultural Fair next fall. Mrs. Carpenter has sent with this circular the questions to be asked, in sealed envelopes marked severally as follows: "Spelling, to be opened in the presence of the pupils Friday, Feb. 6; Arithmetic, to be opened, etc., Feb. 13; Grammar to be opened Feb. 20; Letter Writing to be opened Feb. 27." She cautions teachers not to open the envelopes before the dates indorsed, and says, "If, for any reason, you cannot examine your schools on these dates, do not examine them at all on these questions." Teachers are required to send certificates "that previous to the date of the examination, I did not know what the questions were; that to the best of my knowledge none of my pupils gave or received assistance during the work, and that as far as I know the examination of my school has been conducted honestly and impartially."

The managers of the Spring Garden Institute, of Philadelphia, have decided upon the establishment of a school where apprentices and amateurs may acquaint themselves practically with the use of tools for working wood and metal, and at the same time acquire a knowledge of mechanical principles. This branch of the Institute is now ready to go into operation. The pupils will be furnished by the Institute with work-benches and the tools and materials required for practice. There will be conversational lectures on the nature and properties of materials, and practice shops, in charge of experienced workmen as instructors, fitted with approved appliances, where the learner will be taught the right mode of holding, using and caring for tools, etc. The practical instruction will include, in wood-work, carpentry and joining, wood-turning and cabinet and pattern making; and in iron-work, forging, foundry work and machine-tool work.

**DEL.**—A somewhat dramatic incident occurred in a country school house near Seaford. The older pupils were required by the teacher, Samuel Roop, to write "composition." A young miss of 16 refused to go through with this part of the school exercises. The teacher notified her that on the following Monday she would be required to write a composition. The girl had a couple of big brothers, and when they heard of this peremptory order they concluded to attend school themselves on Monday, and if the teacher attempted to enforce it, to give him a thrashing. The teacher was advised of this threat, and put a revolver in his pocket before he started for the school house on Monday morning. The big brothers were in attendance. When the hour came for writing composition, the teacher laid his revolver on the desk, and told the refractory girl to proceed with her task. The big brothers kept their seats in mute astonishment while their sister wrote a composition. A meeting of the School Committee was called, and they sustained Mr. Roop in his method of enforcing discipline.

## LETTERS.

To the Editor of the NEW YORK SCHOOL JOURNAL.

Let us rejoice. There are signs of an awakening from the Rip Van Winkle sleep that has settled on the teacher's profession. When I see a large body of teachers laboring for such laudable objects as a Sinking Fund for sick and disabled teachers, a Pension Act for the support of the superannuated, and a large sum to be paid to the assigns of a deceased teacher, without the delays, expenses, vexations and risks usually incident to ordinary life insurance; when I see earnest men and noble women make daily sacrifices of time, energy and money for such ends as these I no longer ask myself "Can these bones live?" There is in this spectacle something better than a valley full of very dry bones. Here are flesh, blood, muscle, spirit, activity, all the signs of healthful life. Again, Mr. Editor, let us rejoice.

Your paper, too, I am glad to see, is fully alive to whatever may serve to elevate our life work and prove a substantial benefit to the workers. I notice on the same page of your paper where you print the circular letter of the Teachers' Protective Union, Buddha's First Sermon in which "right views, high aims, kindly speech, upright conduct, a harmless livelihood, perseverance in well doing, intellectual activity and earnest thought" are inculcated. If these are pagan doctrines they commend themselves to Christian teachers as precepts which, being taught and, what is better, practiced, will tend to ennoble our life and profession everywhere.

I was glad to see a report of Supt. F. W. Parker's address at Yonkers, on the Quincy School System. It seems we must credit the pagans for this also since Aristotle and Plato taught by it several years before Massachusetts was discovered by the Pilgrims. We owe more to the pagans than is generally acknowledged. As for myself, I respectfully suggest that a pious pagan is a hundred per cent. better than many nineteenth century professed Christians.

I wish the Teachers' Protective Union and its sinking fund complete success. I mean to join the ranks of the Union and contribute my mite to the fund. It is a long time since I wrote you my last letter. Do you remember how earnestly I appealed to the teachers of Gotham to unite and labor for the elevation of our profession to the high station which it ought to occupy in the opinion of the world? The fault, dear JOURNAL, is not in our stars, but in ourselves that we are underlings.

Yours, hoping for better things,

DAN D. LION.

## PRIMARY TEACHERS AND THEIR SALARIES.

To the Editor of the NEW YORK SCHOOL JOURNAL:

Does there exist any good reason why the salaries of the Primary Teachers should not equal that paid to the Grammar School teachers? The Inspectors of the Fifth School District have recommended it. The Trustees of the Eighteenth Ward have endorsed this. Superintendent Parker of Quincy, says: "That primary teaching requires the best brains." All modern educators concede the fact that primary work is really the most important part of the work of Public Schools.

Let it be borne in mind that the State provides funds per capita; and the pupils in the Primaries far outnumber those in the Grammar departments and the Colleges combined. Also that a large majority of the children in the Primaries, without this beneficent action on the part of the State would be without an education, and the schools without a plausible pretext for popular taxation for their support. Those in the Grammar departments and Colleges would generally receive instruction elsewhere. Then is it just to the teachers who faithfully and successfully devote their best time and energies to this most exhaustive and necessary work that they should receive less salary than in any other department.

Let it be remembered that in the tender years of childhood, a love of learning has not only to be fostered but awakened; the moral faculties to be cultivated, and a bias given for good or evil, that only God in his omnipotence can change or alter.

"As the twig is bent, the tree's inclined."

If a teacher be a capable, superior one, interested in her work and the pupils, will she not seek, or gain without seeking, what is called a promotion to the Grammar Department? By so doing she can at the same time teach fewer pupils, have more interesting and self-improving studies with less exhaustion of the nervous system and get a higher salary. There is scarcely a Primary in the city that is not suffering from this transfer of teachers today. Why should seventy-five pupils be the limit for a Primary class, and sixty-one for the Grammar Department? Can such young immortals be herded together like cattle, cramped, confined, ill-taught by novices or incompetent teachers?

Remember also, if neglected, they will be a far greater expense to the State or city, for they will serve to fill your almshouses and penitentiaries; join your vast army of tramps and indigents, and prove apt scholars in the school of vice, with no indifferent teachers there.

Do not imagine that I am not in favor of what is termed "Higher Education." After the foundations are carefully laid, teach everything or anything needed. All the ologies and languages, and sciences, and arts; but do not first defraud the Primaries of healthy air, commodious buildings, proper teachers and a sufficiency of them, because they are only instructed in the fundamentals of a good solid English education.

PRIMARY TEACHER.

To the Editor of the NEW YORK SCHOOL JOURNAL:

I have noticed in your paper of late many discussions concerning the country school teacher.

It has been said that country teachers are not what they ought to be. This we all admit. Are the teachers in your cities perfect? I once examined the roll of a school in which all the names were begun in small letters, yet I do not think we are to assume that all city teachers are ignorant of the use of capitals. We, far more than the patrons, are desirous that the teachers shall possess good qualifications. Because, if such qualifications were required, every little boy or girl would not be playing keep school. I candidly think that if four-fifths of those who profess to teach were to leave the schools, we would have better schools. Accordingly, when we seek a school we state our business to his honor, the trustee. Now, I presume you think that he asks us: What educational opportunities we have had? How many terms we have taught? Where we have taught? What grade of certificate we hold, &c. This all sounds very well, but it is not the way of the average trustee. He says, "Well, young man, you want the school, do you? Well, you know that our school is small and the children have not got very far. Times are hard, so you must make your price as low as possible." I we can make our price to suit we obtain the situation; if not, we must look further.

The hiring of the teacher seems to be the only business of the trustee. He is hardly ever seen within the school-room. In my experience as a teacher I have had but two visits from the trustees—once when they came to repair

the windows, and the other when they were seeking shelter from the storm.

If better schools are desired, the patrons of any school may obtain them, by paying even a reasonable price.

F. V. LESTER.

To the Editor of the NEW YORK SCHOOL JOURNAL:

In order to give you an idea how we do things in the West, let me tell you about a teachers' meeting at Cortland, Ill.

P. R. Walker, of Rochelle; A. J. Blanchard and Miss J. F. Hathaway, of Sycamore; J. A. Vrooman, of Cortland; and J. Hawley, of Malta, and County Superintendent S. L. Graham, of DeKalb, started the idea of a sociable, and 125 teachers came together at Cortland, Feb. 21, and first discussed "How Shall we Teach Morals?" Particular stress was laid on the force of the teacher's example in avoiding social amusements that might not be wrong in themselves, but which are associated with dissipation and condemned by supporters of good schools, whose respect and confidence the teacher needs to have to exert the strongest possible influence for good among his pupils. Mr. Walker dwelt with graphic energy on the importance of honesty on the part of the teacher in the faithful observance of school appointments and all promises; in confessions of ignorance, when asked for information he is not prepared to give, instead of making pretensions of knowledge or resorting to evasion; in never lending himself to sham exhibitions of his scholars' proficiency, or encouraging them in deceit for the sake of making a favorable impression on visitors or parents; in reproving pupils for indulging in gambling games, or impure language, or for nourishing baneful appetites. Other speakers reinforced these leaders with anecdotes and sentiments, well calculated to strengthen each other's resolutions to be more faithful than ever in this part of the teacher's mission. Next they took up the question "What shall be done for those pupils who want a good time and do not wish to study?" Miss Hathaway said, in the case of primary pupils, she riveted the scholar's attention by introducing stories calculated to draw him to thought and finally to his books. *St. Nicholas Magazine* and similar juvenile literature is a power in the school-room, and especially in the head and heart of a primary teacher.

"Uses and Abuses of the Text Books" was discussed, and it was agreed that the teachers should teach how to use text books. Mr. Blanchard said that publishers, instead of simply repeating the faults of former publishers, are continually striving to improve text-books and make them conform to every practical suggestion they can get from experienced teachers; and he cited the extreme pains taken by the author of "Harper Brothers' New Geographies" to call in the aid of leading teachers before stereotyping the text of these books.

The "Question Drawer" contained many queries: "Can we Separate Morals from Religion?" "Shall we use Corporal Punishment?" Mr. Walker and others thought it was agreed that "we must if we must." W. M.

## BOOK DEPARTMENT.

## MAGAZINES.

*Appleton's Journal* for March contains, "The Return of the Princess," from the French of Jacques Vincent; the conclusion of the Duke of Argyll's "First Impressions of the New World," "Russian Nihilism," four poems by Francois Coppee; an article on Theophile Gautier; "A Turkish Effendi on Christendom and Islam;" a paper on "Flesh Color," "Life at High Pressure;" "The Restoration of the Jews"

The *National Quarterly Review* in entering upon its twenty-first year, is enlarged by thirty-two pages, thus giving more space to deal with current literature of weight and importance, in history, philosophy, biography, science, politics, ethics, etc.

*Wide Awake* for March has a very interesting article by Rev. D. N. Beach, on "How Newspapers are Made;" the writer is said to have once been on the *N. Y. Tribune* staff. The stories are "Billy's Hound," by Sara E. Chester; "How Uncle Tom Ran Away," by Nellie A. Hopkins; "Surprised," by Anna E. Eichberg. There is also a song by Louis C. Elson, "The March Wind," which can be used as an exercise song in the school-room.

The March *St. Nicholas* has two or three papers on subjects which will interest old and young: "Longitude One Hundred and Eighty," by John Keller; "Gathering Cautchouc in Nicaragua," by E. P. Luli; "The Disadvantages of City Boys," by Washington Gladden; "Kite Time," by Daniel C. Beard. Agnes E. Thompson tells about "Babie Stuart," the little daughter of Charles I and the portrait is engraved after

Vandyck. Palmer Cox, Celia Thaxter, H. F. King, Mary N. Prescott, and R. S. Chilton contribute each a poem.

The leading article in the *North American Review* for March is by ex Judge Jere. S. Black, and is entitled "The Third Term;" Hon. E. W. Stoughton follows Mr. Black, with different views upon the "Third Term." A timely article by David A. Wells aims to prove that a discriminating income tax is essentially Communism, and that this is specially true of such an income tax as was levied in the United States by Acts of Congress in 1863 and succeeding years. The fourth article is by Rev. Dr. Bellows, and treats of Civil Service Reform. Professor Simon Newcomb, in an article on "Our Political Dangers," calls attention to the need of some, non-political tribunal for the determination of contested elections. John Lancaster Spalding, Bishop of Peoria, makes a spirited reply to Froede's recent article on "Romanism and the Irish Race in America." The notices of new books are by Mr. E. L. Didier.

## PAMPHLETS.

Report on Art Schools, by Frank Waller, Art Students League, N. Y. City.—A Letter to the Rev. George Field, on the subjects of Lay Lecturing and Re-Baptism, by John Ellis, M. D. New York.—Course of Study and Rules and Regulations for the government of schools and teachers, of the East Saginaw Public Schools, Mich.—Course of Study and Manual for the Ungraded Schools of the State of Iowa.

## NEW MUSIC.

The *Folio* (Boston) contains in its March number, "What Shall I Answer To-Night?" song mezzo-soprano, by G. Elmer Jones; Kendall's "Home Rule For Old Ireland," song and chorus, by Edward Kendall; "The Blue Alsatian Mountains," song, by Stephen Adams, occacio March, from Suppe, arranged by E. M. Bailey; selections from Sullivan's opera, "The Sorcerer;" "Give Ear, O Lord," trio, by Eben H. Bailey.

Richardson's *Musical Hours* (Boston,) for February, gives twelve pieces of music. The vocal comprises, "The Midshipmite," by Stephen Adams, "The Picture of my Mother," by J. P. Skelly; "The Two Worlds," by Fabio Campana; "Don't Make a Noise," by G. W. Hunt; "Evening," by Claeplus; "Since Mine Eyes Beheld Him," by Schumann. The instrumental pieces are, "Can't Stop, Galop," by Chas. D. Albert, "Dashing Sleigh Bells," by Corticelli; "The Diamond," by Alphonse Leduc; "The Birds of Paradise," polka, by L. Streabbog; "Butterfly," by G. Merkel; "German Triumph March," by Franz Abt. This is an admirable collection of music. A single copy of the *Hours* cost twenty-five cents, or \$1.50 a year.

## Appleton's Readers

We invite a careful reading of the advertisement of D. Appleton & Co. found on the second page. We cordially and emphatically recommend this series of Readers. The favor they have met with in Missouri has been due to their merits.

Dr. Conkright, member of the Book Committee in Sedalia, writes: "These books are no experiment. They have been long enough before the public to vindicate their claim to patronage and have done so amply. This committee is willing to take them; all the members of this Board have spoken in their praise."

One of the features most apparent in this series of books is the high moral tone and the inculcation of the noble sentiments of Christianity. In the sharp conflicts of one publishing house with another, credit should be given for every attempt to teach honor and uprightness. A careful examination of these series of Readers, enables us to see that the three eminent editors of them aim at an improvement of the moral tone of the pupils of the schools. They recognize the Deity, the authority of the Bible, the effect of right and wrong doing, and leave its readers better than they find them. On these grounds they will prove a source of great usefulness.

That they are effective to teach reading a slight examination will prove. They are not simply a collection of pieces, but selections put together to teach the art of reading. They will thus prove a great and substantial aid to the teacher. These publications will mark an era in our schools.

HORSFORD'S ACID PHOSPHATE is prepared according to the directions of Prof. E. N. Horsford, of Cambridge, Mass., the well-known authority on nutritious bread and the cereals. Useful in Dyspepsia. Nervous Diseases, Mental and Physical Exhaustion, etc.

THE Solitaire Mathematical Spelling School and Frolio—the puzzle of Fifteen—is advertised in our columns to-day by Col. Redington, Manufacturers' Agent, 27 Park Row, New York.

## FOR THE HOME.

## Virgil.

This celebrated poet was born at Pietola, Italy, a village about three miles from Mantua, B. C. 70; and as his name has been remembered nearly 2,000 years, it is worth while to see what he did.

The reading of the poetry of Virgil has given happiness to thousands; and it has made many a scholar-boy miserable, for Latin is not the easiest thing in the world to learn. When one really understands it, he loves the sounding lines of Virgil and will never forget them.

His father was a poor man, a potter they say, yet he gave his son an education; he commenced his studies at Cremona, and staid there until he was allowed to wear the "toga virilis," as they called it, which means "a man's gown." He was then sixteen years old. Then he went to Milan, but he staid but a short time there; then he proceeded to Naples. One of his teachers was Parcenius Nicenius. He studied Greek and Latin literature and all the philosophy and medicine and mathematics that were known in those days. Of mathematics, poetry, sculpture, architecture and painting the cultivated Greeks and Romans knew as much as we, and of the last three a good deal more than we. But as to science they knew little, and they had very queer notions about gods, goddesses, witches and supernatural beings. We read queer accounts of the appearance of Juno as an old woman, of centaurs, or men with the bodies of horses, of beings who lived within trees and when all was still came forth; of others who kept the winds in bags, which certainly strikes a common sense person now-a-days as very remarkable.

were called Eclogues. It seems that the emperor gave lands to the soldiers, and among others who had to surrender their farms was Virgil. He had a powerful friend in a former fellow-student, Alphenus Varus, by whose help he got an order from the emperor for the return of his farm. The first Eclogue eulogizes these friends of his. All of these poems received great applause; they are good examples of pastoral poetry—that is of farm life.

When about thirty-three years old he went to Rome and was liberally and kindly treated by Augustus, the emperor. One of his friends was Horace, another poet; he lived in a house on the Esquiline Hill. At one time he went to the theatre, and when some of his verses were recited on the stage, the whole audience rose to salute him—an honor only accorded to the emperor. He loved the country, and retired to Naples, which was a great resort for the literary men of the time. While here he wrote the Georgics—in four books; the first tell about farming, the second of planting, the third of cattle, and the fourth of bees. Those poems are considered as almost matchless.

Next he undertook the *Æneid*, whose twelve parts took the remainder of his life. It describes the way in which Rome was founded by *Æneas*, son of Priam, who was King of Troy when it was destroyed. Having finished this work, he traveled into Greece; his health did not permit the stay of three years which he contemplated, and so he returned to die; he landed at Brundisium in great weakness, and soon after died. He was but fifty-one years old. Just before he died, he ordered his friend Varius, to burn the *Æneid*, as it had not been polished as much as he wished, but the emperor directed otherwise. The tomb of Virgil is visited by many travelers; it is about two miles from Naples.

The following lines will show the style of Virgil's poetry. It is the account of the serpents, and begins with line 203 in Book Second:

Ecce autem gemini a Tenedo tranquillo per alta,  
Hioresco referens, immensis orbibus angues  
Incumbunt pelago, pariterque ad litora tendunt  
Pectora quorum interductus arcta iubaque  
Sanguine superant undas: pars cetera pontum  
Pone legit sinuatque immensa volumine terga.

The translation is as follows:

When lo! from Tenedos, through the tranquil main,  
I tremble to tell, we see huge coils of serpents twain,  
Breasting the sea and making for the shore,  
Their fronts among the waves, their crests upbore  
Broad above the sea, the rest sweeps on behind,  
Unmeasured coil on coil they wind,  
While sends the sea great sound of foam.

## A Successful Dairyman.

is one that makes uniform "gilt-edged" butter the season through, and sends his butter to market in perfect condition. The best dairymen all through the country have by long and varied experience found that there is no article so perfectly adapted to keeping up the golden June color, now absolutely necessary in order to realize the best price, as is Wells, Richardson & Co's Perfected Butter Color, made at Burlington, Vt. Buy it at the Druggists, or send for descriptive circular.

## The Heavens in March.

Mercury rises about 7 A. M., and sets about 7 P. M. It may be seen after sunset—it reaches its greatest elongation (distance from the sun,) March 10.

Venus rises about 5 A. M., and sets about 3 P. M. It will be found near the moon, March 8.

Mars rises about 10 A. M., and sets about 1 next A. M. It is near Aldebaran on the 3d; and occults the moon, March 17, at 6:22 P. M.

Jupiter rises about 7 A. M., and set about 6:40 P. M.,—it is difficult to see after sunset or before sunrise.

Saturn rises about 8 A. M., and set about 8½ P. M.,—difficult to see.

Uranus is on the meridian a little before midnight.

There are several groups of sun spots.

We invite attention to the letter from "Primary Teacher." There is solid truth.

**BALDWIN THE CLOTHIER.**—Every one of our readers has heard of Baldwin. They know that he is the managing head of the clothing establishment at the corner of Canal street and Broadway, and of another quite as large in Brooklyn, situated on the corner of Fulton and Smith streets. And perhaps you are all aware as well as we can make you, of the systematic methods and the uniform and polite dealing, and the small profits and tasteful styles for men and boys furnished at these establishments. It is not necessary to tell you that whether you go or send for clothing you will certainly be satisfied with the qualities and prices of goods from these establishments. You know, too, of the publication of *Baldwin's Monthly*. This is issued in a handsome style, primarily as an advertising sheet for the clothing house. But there are other features which make this magazine a production of large interest to the general reader. Whether regard is had to the execution it is a work of good taste—perhaps we may say, as a production of art in this line, or, to its literary merit, it compares favorably with any issue for any purpose. Then, better than all, there is a high moral tone about anything that finds place in this superior monthly. We do not point to this production or its author or editor, or to his clothing establishment as a model of all perfection. We can assure our readers that they are striking examples of the highest integrity and fair dealing. Mr. Baldwin is a successful business man. He is brave enough also to be a Christian; and to conform his practice to his profession, thereby confirming the established principles upon which only can a permanent business be maintained.

**PURE AIR.**—Dr. Albert Buck in his "Treatise of Hygiene," gives the result of a wide testing of the purity of air in different places where human beings congregate. The least pure, are found to be those devoted to the pursuit of knowledge. School-rooms, which should, in consideration of the susceptible organism, the quick respiration and undeveloped physique of children, be the best ventilated of all our rooms, are found to be by far the worst, so that they form in the reports a kind of standard of the worst endurable contamination. The best schools noted, those of Boston and Philadelphia, have an atmosphere agreeing to within a small fraction with that of the underground railway tunnels in London, and the Michigan high schools, which stand next highest on the list, enjoy an air which averages slightly worse than that of ordinary railway cars, and far worse than the worst theatre. Beyond this there are no further means of comparison. The school-room enjoys undisputed pre-eminence over all other foul places, differing only in degree among themselves, up to the worst, which was more than five times worse than the average smoking-car. And in such places, it must be remembered, the young are condemned to remain, not occasionally from ten to thirty minutes, but for five or six hours every day, until their native power of resistance to the evil influence is exhausted.

## Shrewdness and Ability.

Hop Bitters, so freely advertised in all the papers, secular and religious, are having a large sale, and are supplanting all other medicines. There is no denying the virtues of the Hop plant, and the proprietors of these Bitters have shown great shrewdness and ability in compounding a Bitters, whose virtues are so palpable to every one's observation.—*Examiner and Chronicle*.

Michigan University has 1,397 students, the largest number of any American college. Columbia pays its professors the largest salaries.

## New York School Journal, for 1880.

During the present year the SCHOOL JOURNAL will be a most effective agency for giving information concerning education and enforcing a sound philosophy in the modes of instruction. It is becoming plain that the public mind demands an improvement on the traditional methods that are in full blast in most of the schools, and to meet this demand, the teacher need know the thoughts, views, plans and practice of our most progressive educators. This the JOURNAL brings each week to its subscribers. It is now in its tenth year, stronger, more emphatic and earnest than ever. No teacher can afford to be without this paper.

To increase our circulation we offer the following valuable

## PREMIUMS.

1. *Page's Theory and Practice of Teaching.* \$1.50.

This noted book is without a peer. The principles of teaching are illustrated and the practice invested with a charm that no other writer has equaled. We offer this to any subscriber who will send us one new JOURNAL subscriber, or two *Institute* subscribers, and twenty-five cents for postage, etc. Thus it costs you but twenty-five cents!

2. *How to Teach.* \$1.50.

This volume is a manual of methods for the use of teachers by Supts. Kiddle, Harrison and Calkins, of New York city. It is essentially the system which is employed in the schools of New York city. It lays down the methods for teaching phonetics, reading, spelling, arithmetic, object lessons, drawing, writing, and school management, use of the numeral frame, geography, vocal music, etc. It shows how each study in each class should be taught, beginning with the lowest. It is a volume of the highest value and indispensable to the practical teacher. We offer it to any subscriber for one new JOURNAL subscriber, or two *Institute* subscribers, and twenty-five cents for postage, etc. Thus it costs you but twenty-five cents!

3. *Johannof's Principles and Practice of Teaching.* \$1.50.

This is a new work and by a very able writer. It takes up the Mental Powers, the Objective Methods, Object-Teaching, relative value of the different branches, the Kindergarten, Physical Culture, Esthetic Culture, Moral Culture, Course of Study, Country Schools, etc. We believe it will prove to be a volume of immense value to the progressive teacher. We offer it for one new subscriber to JOURNAL, or two to the *Institute*, and twenty-five cents for postage, etc. Thus it costs you but twenty-five cents!

4. *Manuals for Teachers.* Each 50 cents.

(1) Cultivation of the Senses. (2) Cultivation of the Memory. (3) On the Use of Words. (4) On Discipline. (5) On Class Teaching.

Each of these have suggestions of priceless value to the teacher. They cover a large ground and will prove very helpful. Each is offered as a premium for one new subscriber to the *Institute* or JOURNAL, or two subscribers to the *Companion*, with ten cents for postage, etc. Thus they cost you but ten cents each!

5. *Craig's Question Book.* \$1.50.

For description see our advertising pages. We offer it for two subscribers to the *Institute*, one to the JOURNAL and twenty-five cents for postage, etc. Thus you get it or twenty five cents!

6. *Normal Question Book.* \$1.50.

This volume contains over 400 pages. The answers are quoted from standard text books. There are 3,000 questions and answers; there is an appendix on map-drawing. It has been prepared expressly for teachers reviewing for examination, but is adapted for use in the school-room. We believe it to be an excellent book for the practical teacher. We offer it for one new subscriber to JOURNAL, two to the *Institute*, four to the *Companion*, and twenty-five cents for postage. Thus it really costs you in cash but twenty-five cents.

7. *The Pocket Dictionary.* 50c.

This elegant volume defines 30,000 words, has 250 illustrations; has a collection of words and phrases from the Greek, Latin, and French languages, a list of abbreviations in use in the arts, sciences and general literature. Thousands have been sold for 63 cents. We offer two for one new JOURNAL, or one *Institute* subscriber, or one for one *Companion* subscriber. Postage, six cents on each volume. Thus, a copy of this valuable little book costs you six cents.

8. *Webster's Unabridged Dictionary.* \$12.00.

For ten new subscribers to the JOURNAL; for twenty to the *Institute*; for forty to the *Companion*, we will send you this magnificent dictionary. Thus it will only cost you expressage.

9. *Worcester's Unabridged Dictionary.* \$12.00.

For eight subscribers to the JOURNAL, or sixteen to the *Institute*, or thirty-two to the *Companion*. This library of books will cost you in cash but \$2.06 and a little useful educational labor. Can you not afford to lay in these precious books at that rate?

E. L. KELLOGG & Co., Educational Publishers

It has wonderful power on Bowels, Liver, and Kidneys! What! Kidney-Wort, try it.

# BRAIN AND NERVE FOOD.

Composed of the nerve giving principle of the Ox Brain and Wheat Germ. Physicians have prescribed 193,000 packages, with good results in all forms of impaired vitality, nervous exhaustion, or weakened digestion. It is the best Preventive of consumption, and all diseases of debility. It gives quiet rest and sleep, both to infant and grown persons, by feeding the brain and nerves. For sale by Druggists or by mail, \$1.00.

F. CROSBY, 666 Sixth Avenue, New York.

## Maine News.

Hop Bitters, which are advertised in our columns, are a sure cure for ague, biliousness, and kidney complaints. Those who use them say they cannot be too highly recommended. Those afflicted should give them a fair trial, and will become thereby enthusiastic in their praise of their curative qualities.—Portland Argus.

**AN UNEXPECTED COMET.**—A dispatch has been received from Dr. Gould, formerly of the Dudley Observatory, Albany, N. Y., but now director of the Cordoba Observatory, South American, stating that a great comet is in the neighborhood of the sun, passing northward. No large comet has been expected this year, and no small one at this season, Winnecke's comet not being due until near the end of this year. Reports by mail are awaited with great interest. Should Dr. Gould's dispatch be confirmed, a new member must be admitted to our cometary system; and possibly the nations north of the equator may also be treated to a sight of it.

## My Good Woman

When you are so out of sorts, never able to tell folks that you are well? Ten to one it's all caused in the first place by habitual constipation, which has no doubt finally caused deranged kidneys and Liver. The sure cure for Constipation is the celebrated Kidney-Wort. It is also a specific remedy for all Kidney and Liver diseases. Thousands are cured by it every month. Try it at once.

Book buyers will find it to their advantage to send for the Catalogue of Standard Books of the American Bookstore before purchasing elsewhere. They claim to have the cheapest and best line of books in the world. Catalogues sent free on application.—See Adv.

## Edwin Booth.

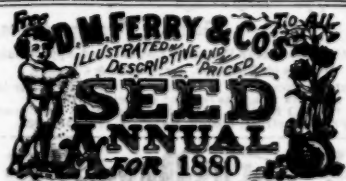
Mr. Booth has just returned from a successful engagement in Philadelphia, and while in New York, December 20th, '79, he wrote the following letter, which speaks for itself:

Dr. C. C. Moore, Dear Sir—I have tried your "Moore's Throat and Lung Lozenges" and found them to be quite as efficacious as any that I have ever used.

Yours truly, EDWIN BOOTH.

Comment is unnecessary. Mr. Booth never before gave his autograph for a proprietary article. These lozenges are an elegant preparation and speedy in giving relief in all throat or lung difficulties. We have used them in this office and commend them to our readers. Sold by all druggists.

N. B.—One or two of these lozenges taken in church will prevent you from coughing. This has been tried with success when all other things fail.



Will be mailed free to all applicants, and to customers without ordering it. It contains 400 colored plates, 600 engravings, about 500 pages, and full descriptions, prices and directions for planting 1500 varieties of Vegetable and Flower Seeds, Plants, Trees, etc., invaluable to all. Send for it. Address, D. M. FERRY & CO., Detroit, Mich.

M. T. WYNNE,

(Late with C. T. Reynolds & Co.)

DEALER IN

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